

Cooper Lavigne

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Essential Belief Statement

EDU221 Spring2016

My experiences as a student have certainly been formative in my decision to pursue teaching. Through every level of my education I've had teachers who have pushed me, supported me, and above all else taken a genuine interest in my education. I can say without a doubt that had it not been for these select teachers I would not be pursuing a degree of any kind. Considering that their dedication is largely why I'm here today I think it is incumbent on me to pay that forward. Finding purpose in the workplace can be elusive for some, but if I'm able to enact change in anyone's lives to the degree mine has been influenced by my teachers then I can't think of a more purposeful use of my labor.

When deciding what level I wanted to teach a few different factors came into play the first of which being content. I have an interest in current global studies which lends itself more to a high school classroom versus middle or elementary school. Second I thought about what students I think I can reach the easiest, and I again felt that my skill set would lend itself to high school. As a high school student I was extremely guarded and rarely accepted help from teachers because I often felt that the help was ingenuine, self-serving, or was an attempt to manipulate me. To keep my ego in tact I would never accept help or relationships with teachers as to avoid being "bested" and/or manipulated into doing something I didn't want to do. The irony of this being that I did seek out teachers whose apathy matched my own as I felt that their disposition

would ensure that their help regardless of how insignificant would not be manipulative in any way. I hope as a teacher I will be someone that students feel like they can level with and be honest with and that is much easier at the high school level.

My learning style will surely have a great impact on the way I teach. I'm definitely on the more spontaneous unorthodox end of the spectrum when it comes to learning. I think this "beachball" style of learning is extremely effective in getting students engaged in the classroom, but of course students vary in what will be the most effective way for them to learn. For this reason I will have to work on organization, structure, and constancy in the classroom so as to appeal to all learners rather than just those who learn like me.

Though I fully expect to succeed in teaching as I do feel I'm well equipped to become a teacher, my greatest fear is that I will be a lousy teacher. I'm afraid that my idealism, open-mindedness, and passion could flame out and I could become the teacher whose class I loathed having to attend on a daily basis. The perks of teaching being what they are one would assume that no one would go into teaching without the passion and idealism that I have, so to view myself as immune to the apathy, monotony, and laziness that can afflict some in the profession would be disingenuous. I hope to never become someone who just shows up for a paycheck.

In this class I expect to refine the tools that it takes to become an educator. I expect to struggle with the workload and I expect that struggle to validate my decision to become a teacher. Ultimately I expect this class will bring me one step closer to doing what I will do for the rest of my life.